

Topic:	Year group	Term
Data collection Summer	4	Summer

Background knowledge

Children continue their observation over time enquiry from the autumn and spring terms by naming and identifying living things in their local area. Children collect data to gain a deeper understanding of how seasonal changes affect plant and animal life. Children should use the same data collection method that they used in autumn and spring to allow them to make comparisons. They should add the data they collect in this step to the data they previously collected in Data collection A and B. This will allow for comparisons to be made across the whole year.

What should I already know?

Observe changes across the four seasons. (Y1)

National Curriculum Objectives / Key Skills	The Journey
Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. <u>Working scientifically</u> Gathering, recording, classifying and presenting data in a variety of ways, to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Reporting on findings from enquiries, including oral and written explanations,	1. Data collection summer 2. Analyse data 3. Make conclusions

displays or presentations of results and conclusions.

Scientific enquiry



Outcomes

Working towards: I can present my findings.

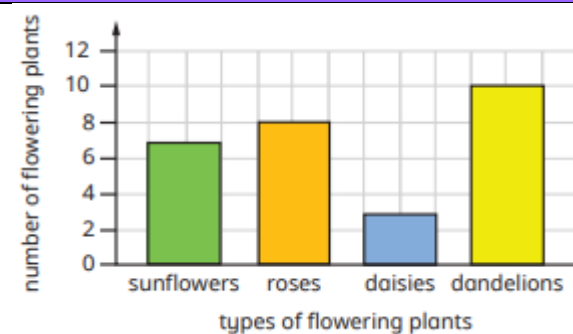
Expected: I can present my findings using bar charts and pictograms.

Exceeding: I can present my findings using bar charts and pictograms. I can evaluate my findings.

Key Vocabulary

vertebrate - an animal with a spine
invertebrate - an animal without a spine
flowering plant - a plant that produces flowers and fruit
non-flowering plant - a plant that does not produce flowers and fruit

Timeline / Diagrams



Flowering plants	Number seen	Key ● = 2 plants
sunflowers	● ● ● ◐	
roses	● ● ● ●	
daisies	● ◐	
dandelions	● ● ● ● ●	

	Invertebrates	Number seen
	spiders	
	snails	
	butterflies	
	bees	

Key people / places
STEM scientist

Assessment questions / outcomes
• Has the number of increased/decreased across the year? • What has happened to the number of flowering/non-flowering plants across the year? • What has happened to the number of vertebrates/ invertebrates across the year? • What do you think might happen to the number of next year? • What vertebrates/invertebrates did you identify? • What flowering/non-flowering plants did you identify? • What was the most common animal/plant? • What was the least common animal/plant? • How does your data compare with the data of another group? • What plants and animals are there in the local area? • How many vertebrates and invertebrates did you identify? • How many flowering plants did you identify? • How many non-flowering plants did you identify? • Do you predict that your observations will be similar/different to those in Data collection A and B? Why?